EUROPEAN UNION

SPREP
Secretariat of the Pacific Regional Environment Programme

PacWastePlus
PACIFIC WASTE MANAGEMENT

This initiative is supported by **PacWastePlus**-a 64-month project funded by the European Union (**EU**) and implemented by the Secretariat of the Pacific Regional Environment Programme (**SPREP**) **to sustainably and cost effectively improve regional management of waste and pollution.**

A Guide for Developing an Investigative Questioning Process

August 2020

Appropriate planning of the investigative questioning process will assist with ensuring you collect the information you require.

Acknowledgment: Ms. Joanne Oddie, Director and Monitoring and Evaluation Specialist at Strategy Evaluation & Engagement for Development (see4d) for providing technical assistance in the development of this guide.

SPREP Library Cataloguing-in-Publication
A guide for developing an investigative questioning
process. Apia, Samoa: SPREP, 2020.
22 p. 29 cm.
ISBN: 978-982-04-0848-7 (e-copy)
1. Interviewing - Technique. 2. Investigations –
Handbooks, manuals, etc. I. Pacific Regional
Environment Programme (SPREP). II. Title.
658.5961 1

Secretariat of the Pacific Regional Environment Programme (SPREP)
PO Box 240 Apia,
Samoa
www.sprep.org
sprep@sprep.org

Our vision: A resilient Pacific environment sustaining our livelihoods and natural heritage in harmony with our cultures.

Contents

Terms and Definitions

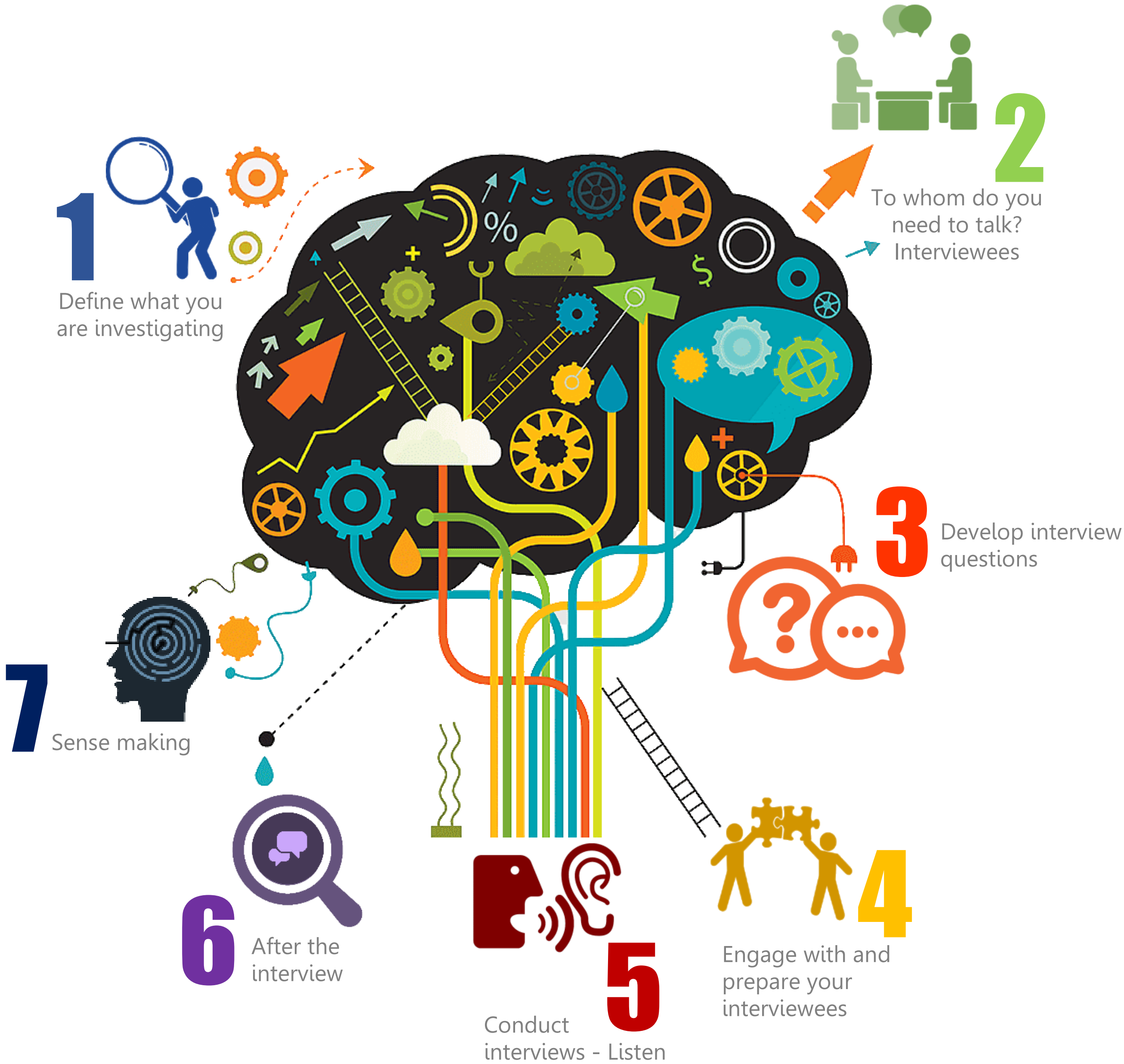
Term	Definition
Qualitative research	Qualitative research involves collecting and analysing non-numerical data (e.g. text, words, visuals, video, or audio) to understand concepts, opinions or experiences.
Quantitative research	Quantitative research usually emphasises quantification or numbers in the collection and analysis of data
Quantitative interview	An interview conducted with a totally structured interview guide, applied in a tightly controlled process, questions asked in strict order and with set options for collecting responses. This form of interview gathers information only about the researchers' area of interest.
Qualitative interview	An interview conducted with a semi structured, or very open, interview guide, applied in a less controlled process, with typically a mix of open and closed questions, or only open questions. This form of interview gathers wide ranging ideas about a topic.
Semi structured interview	Applies an interview guide, rather than set questions with set answers to choose from; allows for deep exploration of topics of interest.
Open interview	Sets out a list of topics to be explored and is often more conversational and exploratory.
Interviewer	The person conducting the interview, or leading the group interview discussion
Interviewee	Is an individual being interviewed in an individual or group interview
Respondent	Is an individual responding to a quantitative questionnaire
Informant	Is an individual informing a qualitative questionnaire or interview
Stakeholders	Are people who have a stake, or a special interest, in a program or activity.

Introduction

The process of investigative questioning, or inquiry, assists project managers to ask questions of individuals or groups, who know something, or a lot, about a particular area of interest to the interviewer. It is also about finding out information or needs on a subject which can be used to benefit those stakeholders / individuals e.g. through a project planning process. This publication provides initial guidance on the various investigative questioning processes that can be utilised.

The ideas presented are equally relevant for: *to conduct situation analysis, undertake project evaluation, conduct social research, planning or just host interviews, focus groups, or workshops.*

Steps in Preparing for and Conducting an Inquiry Process



STEP 1: DEFINE WHAT YOU ARE INVESTIGATING

What Area of Interest are you Exploring? What do you really, really need to know?

Before asking a single question of anyone, take the time to plan the work and ask yourself (and your team) these questions:

What is it that you need to know about?

What do you specifically need to know about that topic?

What do you already know, versus what you do not know yet?

How will you fill that information gap? (e.g. by reading documents and literature and / or by talking to people?)

Once you have **answers to these questions** prepare a small set of high-level questions that clearly define, or frame, your area of inquiry.

If you are doing research, you would call these research questions. If you are designing an evaluation, you would call these key evaluation questions.

Ethics

The term ethics refers to **taking good care in conduct, to do the right thing**.

Practicing ethics is like risk management, consider all elements of the well-being and safety of the people with whom you are working:

- leaving them with a positive, empowering experience,
- not putting them at social risk in their community or organisation,
- being confidential with their personal information, ideas, and opinions, and
- overall, doing the right thing.

Five Ethical Issues in Development Programs

Bamberger (1999) highlights five sets of ethical issues of importance in the international evaluation context, which have been modified here for the context of development program implementation:

Respect for multiculturalism and diversity. This is closely linked to cultural competence and most important in programs promoting gender equity; people living with disabilities and other targeted marginalised groups.

Protecting the legitimate concerns of both clients and stakeholders. This is about balancing the concerns of the program funder with the, sometimes conflicting, interests of a wide variety of stakeholders.

Ensuring the cultural appropriateness of the implementation approach. Again, linked to cultural competence this is about tailoring methods to suit the cultural situation.

Dissemination of information on implementation approaches, stakeholder engagement and communication and proposed actions. In short this is about gaining permission from communities and making sure they are well briefed and there are no surprises in the implementation of the development program. **This can take a significant amount of effort and planning**.

Meeting the needs of different stakeholders and the public. While meeting the needs of the donor, it is an ethical challenge to develop national program implementation capacity and ensure that the program is useful for the nation.

STEP2: TO WHOM DO YOU NEED TO TALK? INTERVIEWEES

Select your Interviewees

With the assistance of your colleagues, brainstorm the positions, individuals, or societal roles, with whom you will need to speak to source the information and knowledge you need. The most important criterion for inclusion is **that they know something about your area of interest and inquiry**. It is likely some of the sectors below will be those you may wish to engage with:

- Key decision makers or influencers – in government (all relevant levels) and business
- Key implementers - in government (all relevant levels) and business
- Key decision makers and implementers in respective communities
- Other donors
- Disability organisation representatives
- Women and men working on similar programs
- Women's organisation representatives

Make a list of people, prioritise them as – **Essential**, - **Good to have**, - **Not essential but potentially interesting**, - **Hmm – maybe not**.

Consider:

- how much time you have available to interview the people on your final priority list.
- Would it help to do some group interviews?

It is worth recognising that sometimes interviewing one person will lead to a recommendation to speak with someone else that you had not initially thought of: *"Oh, you need to talk to Tevita about that…."*

For successful group interviews you may want to think about providing an opportunity for free expression of views for everybody in the room. You should also consider gender, hierarchy (social and employed) and potential confidentiality issues of interviewees. Depending on some of these considerations, group interviews may not provide you with the best feedback.

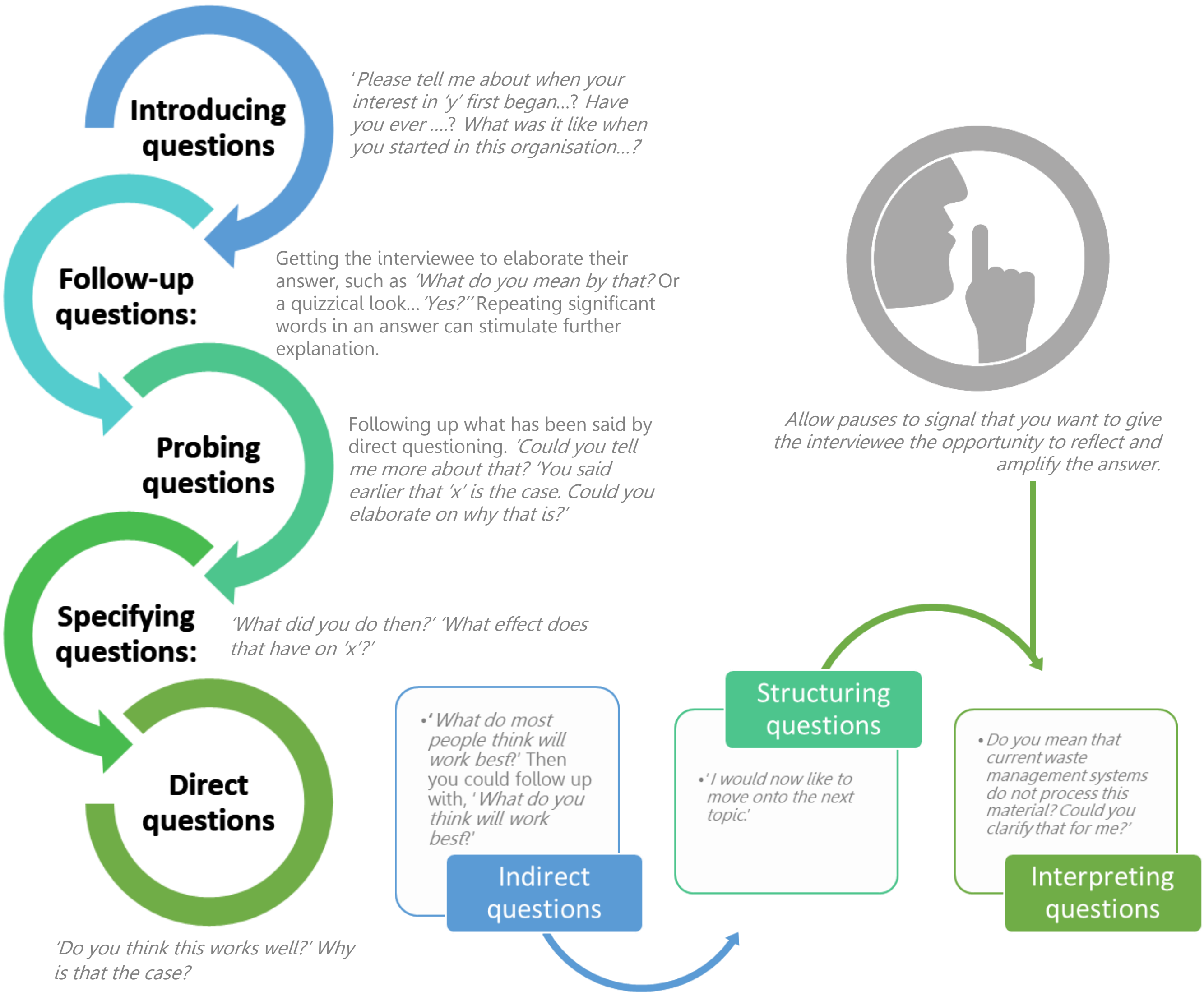
STEP 3: DEVELOP INTERVIEW QUESTIONS

How to Develop Specific Questions for your Audience

You may need several sets of questions dependent on the likely different perspectives, knowledge sets, and experiences of individual interviewees, in relation to the reason for their selection as an interviewee.

Types of questions

There is typically a range of 'types' of questions asked in a semi-structured interview, changing as the interview progresses. These are:



General rules for designing questions

- Design interview questions to **collect ideas and information that relate to what you need to know** (Remember Step 1). There is little point asking questions that do not relate to your high-level inquiry questions.
- For each interview question, consider:
    - how would you answer the question? Put yourself in the position of the interviewee. Ask yourself the question and try to work out how you would reply; Then
    - **Test the questions with your colleagues** to make sure that you will most likely get the information you need.

If you are doing a large inquiry, such as for research, test the questions with a pilot group of interviewees to see if you get the answers you need.

Interview Guide – List of Questions vs Checklist of Areas to be Discussed

It is recommended an interview guide be developed. This simple guide could include a list of set but flexible and open questions (useful for when you will be asking a lot of people similar questions).

Alternatively, a checklist of topics could be used when you are working with a low number of interviewees, interviewed because of their diverse perspectives on your topic of inquiry.

INTERVIEW GUIDE

An interview guide typically has three parts

1 INTRODUCTION

Start with a short script or dot points to be covered in the introduction or preamble to the actual interview. This will explain:

- who the interviewer is - name, title, organisation,
- why the interview is being conducted,
- how the information collected will be used,
- how long the interview will take, and an ethical statement about confidentiality and anonymity.
- Permission to record and or take notes.

2 QUESTIONS

The set of questions or list of key topics to be explored.

3 CLOSE

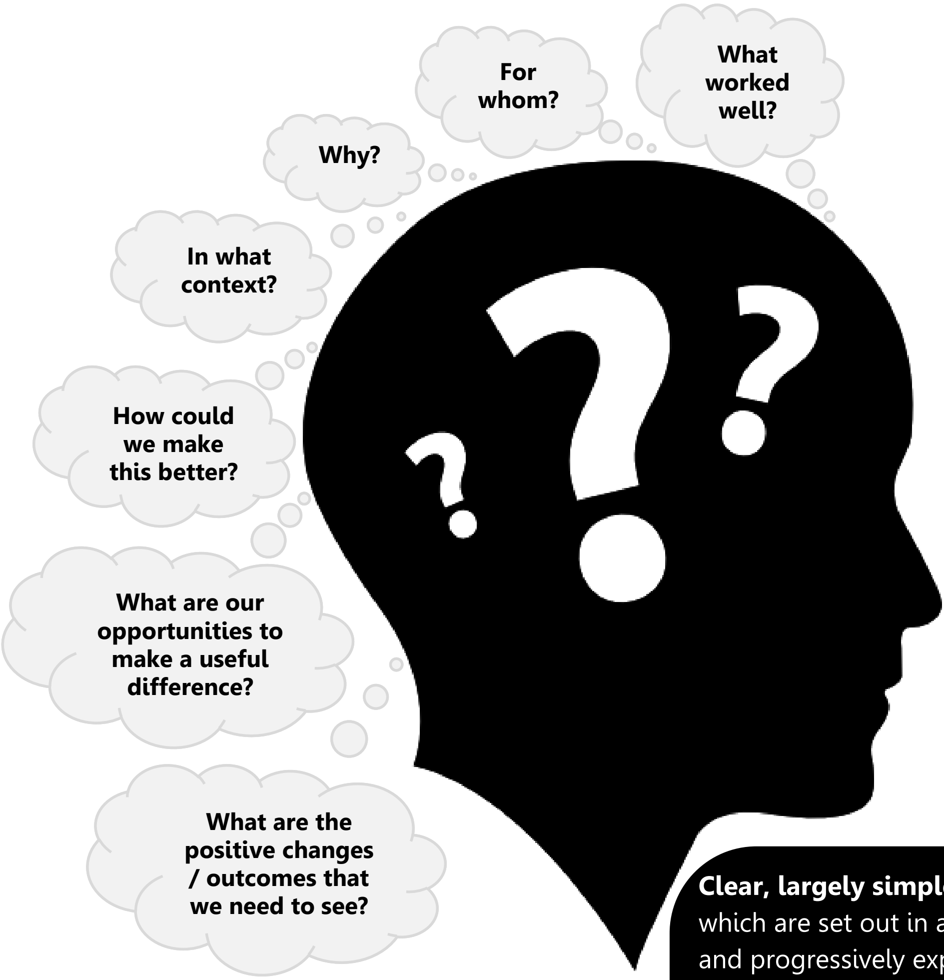
It is always useful to include a set of dot points setting out what will happen next, and finally *'Thank you for your time today.'*

When you have drafted your interview guide, re-test it with your team.

When reviewing and testing, ensure your questions are clear and suitable for the people you are interviewing. Even when you are satisfied that you have developed the right questions, you may wish to practice asking the questions out loud, in front of a mirror. Get friendly with the questions, so that they flow well when you start your interviews. Be well prepared. Translation and getting it right is very important as the original meaning can be lost in the translation, thus leading to incorrect information / responses being provided. Every interview you conduct is a relationship started. It is your job to make sure your interviewee has a good experience.

Aim to prepare:

Appreciative questions: Questions that focus on positive considerations, with appreciative questions any problems, barriers or constraints will emerge anyway.



Clear, largely simple questions, which are set out in a logical order, and progressively explore the area of interest.

Design your Questions to avoid:

- Ambiguous terms such as 'often' or 'regularly' – be specific if possible.
- Long questions. Sometimes they are useful for when you are setting the scene for questions about behaviours, but often they will leave your interviewee behind.
- Double-barrelled questions, for example: '*How satisfied are you with pay **and** conditions*?'
- Very general questions. You will typically be looking for a response that relates to a specific issue.
- Leading questions. Leading or loaded questions are ones that appear to lead the respondent in a particular direction. For example: '*Do you agree with the view that….?*'.
- Questions that ask two questions – better to ask two separate questions.
- Questions that include negatives, for example: '*Do you agree with the view that students should **not** have to take out loans to finance higher education*?'
- Specific technical terms (unless your respondents are experts in this area) or acronyms. Better to use the full set of words for an acronym, or provide an explanation of a technical term, at least to start with.
- Questions that only focus on problems, barriers, and constraints. They will only take you down a problem pathway, rather than an opportunity pathway.

Who Should be on the Interview Team?

The main purpose of the interview is to have the interviewee express views freely so creating an environment that enables this to occur should be a focus of your design, this includes who should be included on the interview team.

Your interview team should be carefully designed to deliver your desired outcome. It may be enough to have just one-person interviewing, but this comes with the responsibility for listening attentively, taking accurate notes, and staying 100% attentive and engaged with the interviewee throughout. Where these responsibilities are to be shared amongst a team, consideration of team composition (such as gender balance) is a good place to start.

Sometimes it is beneficial to have a note-taker or research assistant, while you focus on asking questions, and taking limited notes. Or it can be great to work with someone local from the community as they may pick up on things that you may miss. People with different backgrounds will hear things from different perspectives, this can be strength you may wish to utilise.

Whatever the final combination, everyone on the team needs to have a clear role, and a purpose for being in the space. If possible, avoid teams of more than three people for individual interviews.

Remember to prepare your team, and the interview space:

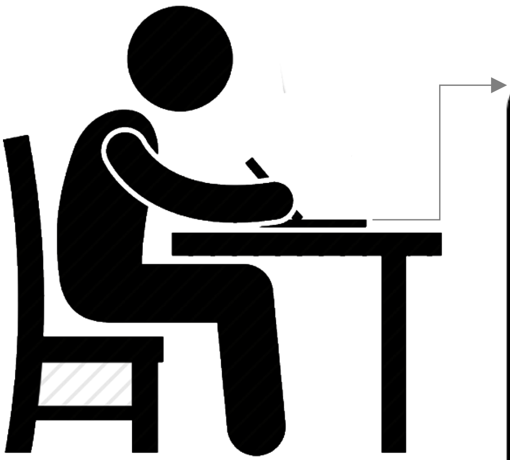
- To reduce any potential for inhibiting the free expression of views by the interviewee.
- By practising together beforehand so that you all know what is intended to happen when, and who says what.
- By determining how you will all stay focused and attentive.
- Agreeing on how the team will systematically harvest, and document, what each interview team member has heard, and their interpretation of such (immediately after the interview, and at a later date).

STEP 4: ENGAGE WITH AND PREPARE YOUR INTERVIEWEES

Engaging with and Preparing the Interviewee(s)

When commencing the interview, take some time to enable the individual or group to feel comfortable and safe with the process about to commence.

Early engagement



Prepare a briefing note that sets the scene about your inquiry process, which describes your area of interest and why you are undertaking the interview.

- ✓ When you will be conducting interviews
- ✓ Types of people you will be interviewing
- ✓ Types of questions you will be asking
- ✓ Advise on the duration of the interview
- ✓ Provide contact details

- You may wish to send this with a **covering letter** to the heads of the institutions, community leaders through appropriate responsible Ministry, you wish to meet as you may need to **gain permission** from the head of that institution or community for the interview to occur.
- Invite the interviewee to select their **preferred time and location** for the interview. The community must choose the date, time, location to ensure it does not impinge on their livelihoods e.g. farmers, fishers etc will only be available at certain times. Enable them to feel like they are in control.

Enable women and people living with disabilities to easily participate by considering their needs for interview timing and location.

Find a **location or venue** that is:

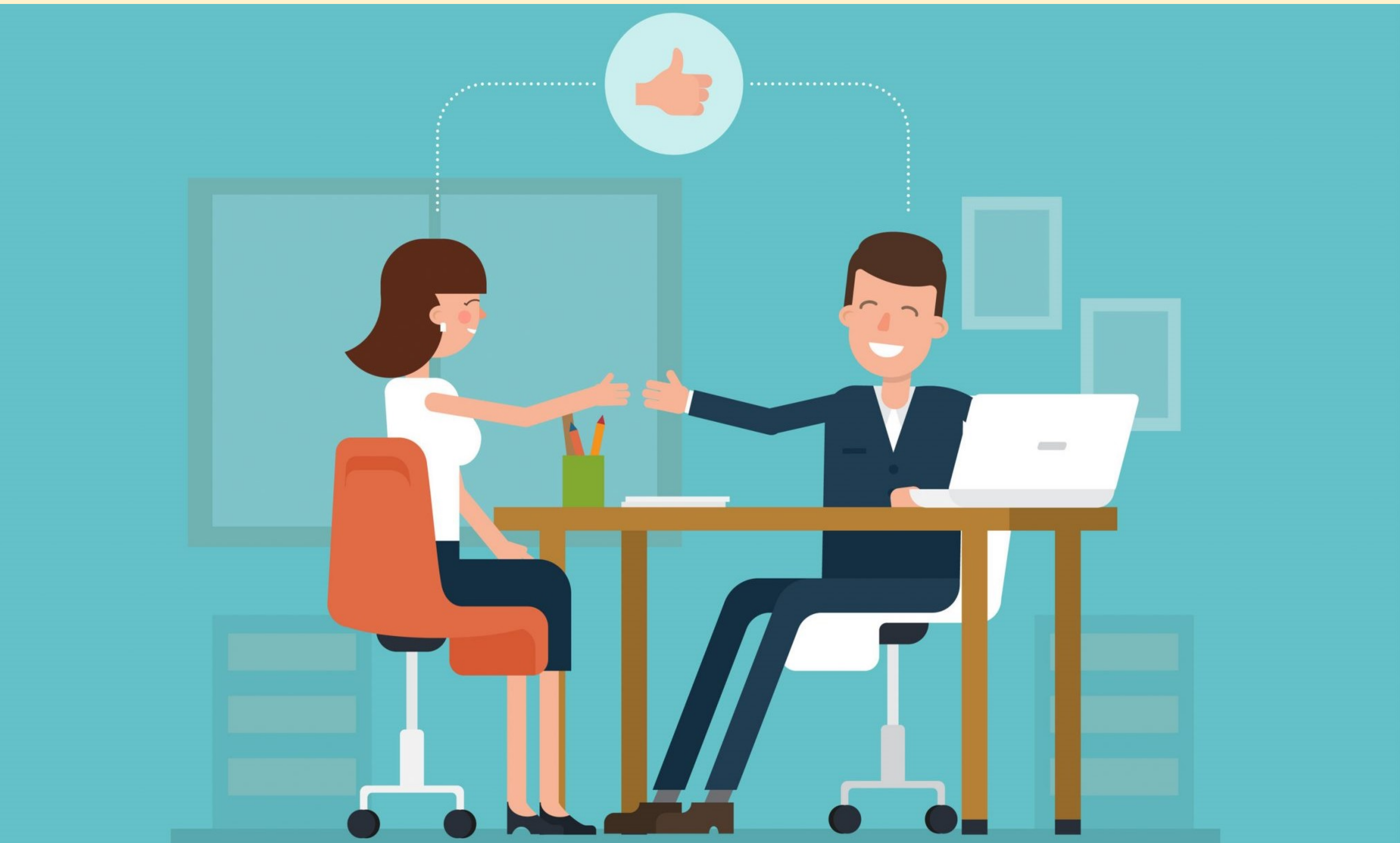
- **Easy for the interviewee to access,** best if the interviewer travels to the interviewee rather than the interviewee having to go out of their way
- **Safe and secure**, for example: no-one can listen in on the interview from the next room, the interviewee(s) will be able to freely express their views (as relevant to the topic) and not be concerned about confidentiality, women interviewees will feel comfortable and safe being there.
- **As quiet as possible** and free of background noises e.g. cafes may be good for an informal chat but are very difficult for the interviewee to concentrate well, and for the interviewer to listen properly.

On the day:

- Make sure you arrive in plenty of time, are well set up, and composed.
- Make sure the interviewee can find you.
- Take your own toilet tissue and hand sanitiser.
- Determine any safety procedures and evacuation procedures.

In the interview space, as far as possible, ensure:

- there is fresh drinking water available.
- room for each person to sit comfortably, not looking into a bright light.
- you have plenty of pens that function, plenty of paper (notebooks) and you know how to use your voice recorder (if you intend to use one). Bring your business cards too.



STEP 5: CONDUCT INTERVIEWS - LISTEN

Conducting the Interview

After your careful preparation, you are ready to conduct the interview. Things to be aware of when conducting the interviews are:

Build rapport

To gain rapport make eye contact in such a way that the individual gets the feeling that you think what they are saying is important. In casual conversations we rarely do those kinds of things.

At times, you will also want to turn your body, so your shoulders are square with the interviewee, facing them.

Control your reactions to any responses, the intent of the interview is to capture the thoughts, knowledge, and opinions of the person/ group you are interviewing, so their views are what is important.

Be a good listener

As you ask your well-prepared questions, be attentive to what the interviewee is saying (or not saying). Be active without being intrusive – a challenging balance. Even if the interview is being recorded (refer later) an interviewer cannot take things easy. In fact, an interviewer must be very attuned and responsive to what the interviewee is saying and doing, throughout.

It takes time, discipline, effort, and skills to be a good listener. Often in interviewing, as in relationships we become casual listeners, tuning in, tuning out and not paying a lot of attention because we are waiting to speak our views on the topic. And all we hear are the first few words.

There is a considerable difference between informal listening and the listening needed when involved in disciplined inquiry.

When listening in inquiry, or investigation, mode, you need to engage in a different way. It takes preparation, mindfulness, discipline, concentration, and strategies for capturing the data. Suspend your point of view to not influence the answers received. Control your body language, so you do not telegraph your reactions to ideas that may be expressed by your interviewee(s).

- **Be comfortable with your questions** ahead of time. Practice asking them and try to anticipate the range of responses you might receive (remember your plan!). If you have already heard or anticipated likely comments, then you are able to quickly see the pattern and capture it in your notes.
- **Be comfortable with brief pauses**. Do not feel that you need to jump in immediately when someone stops talking. Sometimes the 5-10 second pause elicits new insights. Be aware of any cultural considerations that may mean you plan for longer and more frequent pauses.
- **Pay attention to time**. In a focused interview your key questions tend to be in the middle or at the end of the interview. Be sure to allow sufficient time for these critical questions.
- **Consider what is not being said** that you might expect to hear? Is there a reason for it not being said? We analyse what we receive, but we cannot analyse what we could have received.
- **Probe** – ask a deeper question.
- If someone **does not answer the question**, come back with the same question, or a modified question framed in another way.
- **Ramblers** can take you off topic and jump into areas that are of little or no interest to the inquiry. The first time someone rambles off topic make a mental note and be ready to interrupt the next time they move off topic. Be sure this person understands the question being asked, as they may be rambling because they did not understand your question.
- **Be mindful of facial expression, tone, word choice and body language**: look for the obvious – when you see something interesting, try to get them to describe their feelings. If you see someone frowning or shaking their head – try "*It looks like you have something to say about that. What would you like to add*?" OR "*Tell me more*" OR "*How do you feel about that*?"
- **Practice reflective listening:** when you feel an important point has been made, consider employing reflective listening where you seek confirmation from the interviewee by reflecting their words back to them – try "*do you mean…?*" or "*I heard you say… does this mean…?*"

At the close of the interview express appreciation. The interviewee has just gifted you a decent amount of their time. Tell them what will happen next (after you have completed all the scheduled interviews). How will they hear about your results and findings?

Maintain an active state of listening – check yourself:

- If I had to explain this concept to someone else, do I have enough information?
- Is this person telling me something new that I have not heard before?
- Is this person taking me off topic? And if so, will it help my inquiry effort?
- Does this seem logical and rational?
- Do I need to ask for specific examples?

STEP 6: AFTER THE INTERVIEW

Follow up After the Interview

The moments after an interview are critical. This is time to get your notes in order, to jot down additional observations, to discuss the interview with colleagues that were present, and to begin the sense-making and analytic effort.

Ask other team members who were present:

" *What of all the things you heard today were most important*?"

" *Were there any surprises*?

Were there any quotes that were exceptionally stunning?

What things should I have probed deeper on?" Make notes on this discussion.

Before you commence your next interview, make sure you have all the information for the interview you have just conducted organised systematically – name, organisational and contact details of the interviewee; interview notes dated and labelled with the interviewee name or informant code.

If possible, allow for at least a short break between interviews, so that you can mentally prepare for the next interview, and the likely perspective you will hear next. Make sure your schedule allows for you to be on time, in fact early.

At the end of the interviewing day sit down with your other interview team members and re-visit the questions above. Think about what you heard the day before:

What is the overall picture you are building about your area of interest?

What do you need more information on that you have not heard, or found, yet?

Are you continuing to hear new ideas?

Think about who else you might need to meet with. Think about who you are interviewing the next day and consider opportunities and risk. Make notes on this group discussion.

If possible, at the end of every interview day, type up your notes from that day. Start making an overall list of most important ideas you have heard in relation to your high-level inquiry questions.

Finally, prepare yourself for the next day of interviews. Make sure your papers are organised and that you will be ready to start the next day refreshed.

STEP 7: SENSE MAKING

Building the Big Picture - making sense of what you have heard overall

In combination the processes of data analysis, synthesis, sense-making, and the reporting of findings can take **significant design** and effort and will often require a high level of rigour. This will certainly be the case if you are working at the evaluation, or research, end of an inquiry spectrum.

This section sets out a few **brief tips** to get you started.

- **Storing data collected:** Following on from Step 6, think about how you will manage all the qualitative data you have collected from interviews so that you maintain confidentiality. This could be in a spreadsheet, or a set of notes sequentially documented or grouped by categories of informants. *Where will it be stored so that there is only limited appropriate access to it*? You may also have a set of transcriptions of interviews that need to be labelled appropriately for storage and later reference.
- **Data analysis**: Keep your overall big picture questions in mind. Read all the interview notes and transcripts you have collected. Keep in mind the voice and perspective of the interviewee. Read them again, this time highlighting key points. Set up a document with your key questions and copy and paste the highlighted key points against the relevant questions. Look for consistent themes. Make some sub-headings of those consistent themes, and then cut and paste the quote or note against those consistent themes. *Are the emerging themes consistent? How many people, and who, have said the same thing? How many people, and who, have expressed alternative views?* You are looking for facts, and patterns of ideas. You are also looking for evidence-based differences. This is an iterative process. Ask a colleague to check your thinking.
- **Data synthesis**: Line up the key ideas you have collated from your interviews with any other evidence (documents and databases). *To what extent do the ideas present, correlate with any other available evidence? Together, do the various data forms add to the same story or present an inconsistent story?*
- **Sense-making:** *What does all this mean in relation to what you need to know? Does it make sense? What are you missing in your knowledge base? How can you find that knowledge or information?* Do this thinking in participation.
- **Reporting:** *Who needs a report from you? Do you need to feedback your overall findings to your interviewees and other stakeholders? What do they need? What are they expecting?* A basic report should cover:

    - Introduction – purpose of report
    - Context – key inquiry questions
    - Brief description of method/ approach/ describe fully in Annex with identified or summary of interviewee list
    - Summary of findings and diversity of views presented, key points clearly articulated.
    - Recommendations made
    - Conclusion – inquiry questions answered, next steps listed.

Additional Guidance

Skill acquisition

Effective interviewing and active listening are skills like any other, it takes time and experience to develop and hone these skills. So, consider the following as ways to build your skill and confidence.

- Seek out a mentor or coach to watch you and offer suggestions or get them to listen to a recording.
- Ask the person interviewed for feedback ("*What would have made this interview better for you?*")
- Use a mirror to fine-tune your facial expressions, such as smiling, looking surprised, and looking like you want more information.
- Watch others who are good at it.

When would you do a group or a focus group interview?

Group interviews are useful when:

- There are a lot of people in similar locations to interview.
- When the potential interviewees can be allocated into groups that can still provide a safe space for free expression of views, that is, there are no hierarchy or gender role issues.
- There is a good chance the group experience will stimulate group members to explore ideas and learn together.
- There is a potential wider benefit for group members to hear and learn from each other.

Successful group interviews are achieved when you:

- have planned appropriately – and delivered on the plan!
- Have practiced active listening. For group interviews it can be harder to listen than in individual interviews. Audio recording is almost essential to check what was said later.
- Have practiced good facilitation skills that allow all interviewees to contribute. Pay attention to people who are not talking and look at them. Invite them to share their thoughts.
- Enlist support to take notes, observe and manage recording, enabling you to facilitate the discussion and ask the questions.
- Allow appropriate time for all participants to contribute (group interviews require more time than an individual interview).

Should I record the interview or only take notes?

An interviewer should always, always take notes in an interview, regardless of whether, or not, the interview is being recorded. Notes are super useful if recording fails.

Handwritten notes are usually done in a personal style but should always at a minimum include the date and time and name of the person being interviewed. Noting key points that resonate with you as an interviewer helps later detailed overall reporting on the inquiry.

Recording an interview can be very useful but comes with greater ethical responsibility. Making the decision to record an interview will depend on:

- Gaining permission from the interviewee to record.
- The position in the institutional hierarchy of a person being interviewed (It would be unusual to record the head of an institution being interviewed).
- Potential confidentiality issues about the matters likely to be discussed.
- Provision of a clear ethical statement about who will have access to the recording, where it will be later stored, why you are recording ("*it helps me remember everything you say, and then I will delete it*").
- The potential for the use of the recorder to inhibit freedom of expression.

At the conclusion of a program of inquiry (clear area of inquiry defined, great questions prepared, competent interviews conducted with the right people) you will ideally have collected a set of ideas that inform your area of analysis about strengths, opportunities, areas needing development and challenges.

The interview process incorporates (i) preparation, (ii) interviewing and (iii) follow-up.

Preparation:

1. Get your body and mind in tune for the listening experience. Set aside your personal opinions and focus on understanding the person/group you will be interviewing.
2. Carefully think through the questions you plan to ask. You have invested time to develop your questions, and considering potential follow-up questions, so follow your plan.
3. Have the right team with you on the day to ensure you capture the responses and stick to plan.
4. Create the proper environment for the interview that will be relaxing and comfortable for the participants.

Interviewing

1. Remember to build rapport with your audience.
2. Set aside your personal opinions and implicit biases.
3. Listen and think simultaneously during the interview. Put effort into ensuring people are comfortable and be comfortable with pauses and allowing people to have time to think and respond to your questions.
4. Be aware of what is NOT being said.
5. Modify questions if you think people are not understanding what you are asking.
6. Probe for deeper responses if required.

Follow-up

1. Get your notes in order, jot down additional observations, and discuss the interview with colleagues that were present.
2. Practice appropriate knowledge management activities to ensure notes and responses are not lost.
3. Feedback to interviewees outcomes of the interviews, and where needed seek their agreement of the record of interview.
4. Develop the report and if promised, provide copies of the approved report to interviewees.
5. Evaluate the process, performance and capture any lessons learnt.

References

1. Guidelines for the Ethical Conduct of Evaluations, Australasian Evaluation Society, 2013. Accessed 19 March 2018 at https://www.aes.asn.au/images/stories/files/membership/AES_Guidelines_web_v2.pdf
2. Bamberger, M. (1999). Ethical Issues in Conducting Evaluation in International Settings, New Directions for Evaluation, Vol 82 pp. 89-97
3. Bryman, A. (2012) Social Research Methods 4th edition, Oxford University Press, Oxford.
4. Krueger, Richard, Dr. (2013) Transcript of recorded interview https://web.archive.org/web/20150917001550/http://www.qualitative-researcher.com/listening/dr-richard-krueger-on-qualitative-listening/ 20 July 2020
5. Strachan, D. (2001) '*Questions that work: A Resource for Facilitators*'. ST Press, Ottawa, Canada 2001
6. Whitney, D. and Trosten-Bloom, A. (2003) '*The Power of Appreciative Inquiry. A Practical Guide to Positive Change.*' Berret – Koehler Publishers, Inc. San Francisco, California

Criteria of a successful interviewer

- **Knowledgeable**: is thoroughly familiar with the focus of the interview.
- **Structuring**: gives purpose for the interview; rounds it off; asks whether interviewee has questions.
- **Clear**: Asks simple, easy, short questions; no jargon.
- **Gentle**: Lets people finish; gives them time to think; tolerates pauses.
- **Sensitive**: Listens attentively to what is said and how it is said, is empathetic when dealing with the interviewee.
- **Open**: Responds to what is important to the interviewee and is flexible.
- **Steering**: Knows what he or she needs to find out.
- **Critical**: Is prepared to challenge what is said – for example, dealing with inconsistencies in an interviewees' replies.
- **Remembering**: relates what is said to what has been previously said.
- **Interpreting**: clarifies and extend meanings of interviewees' statements, but without imposing meaning on them.
- **Balanced**: Does not talk too much, which may make the interviewee passive, and does not talk too little, which may result in the interviewee feeling he or she is not talking along the right lines.
- **Ethically sensitive**: is sensitive to the ethical dimension of interviewing, ensuring the interviewee appreciates what the research is about, its purposes, and that his or her answers will be treated confidentially.

EUROPEAN UNION

SPREP
Secretariat of the Pacific Regional Environment Programme

PacWastePlus
PACIFIC WASTE MANAGEMENT